

Childminder Report

Inspection date

12 October 2015

Previous inspection date

21 March 2011

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|--------------|----------|
| | Previous inspection: | Satisfactory | 3 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Children settle extremely well in the childminder's care. They benefit from the secure and trusting relationships that they have with her. They grow in confidence and develop their independence skills.
- Children's behaviour is good. The childminder understands young children's learning of behaviour and sensitively supports them when they are tired and need reassurance. They listen to and respond well to the childminder's requests.
- The childminder promotes children's language and communication skills effectively. For example, she talks and listens to children, uses clear language, repeats key words and provides a narrative to support children's language skills.
- The childminder establishes effective partnerships with parents. She understands the benefits of working with parents and other professionals. Parents are fully involved in their children's assessments, this helps to support children's learning in the home.
- The childminder effectively monitors her practice. For example, she takes into account the views of parents and the local authority to assist in evaluating her practice. She has also addressed the recommendations set in the previous inspection.

It is not yet outstanding because:

- The childminder does not always fully extend opportunities for young children to experience sensory play activities.
- The childminder does not always make the best use of all opportunities to help children recognise letters and their name through daily routines.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- strengthen opportunities to help develop young children's sensory skills during their play experiences
- provide further opportunities for children to see letters and link them with their names in daily routines.

Inspection activities

- The inspector observed interactions between the childminder and the children while they engaged in activities.
- The inspector held discussions with the childminder relating to her practice.
- The inspector observed areas within the home used for childminding.
- The inspector carried out a shared observation and discussed children's learning from the activity.
- The inspector sampled some of the childminder's written records and other relevant documentation.

Inspector

Lisa Paisley

Inspection findings

Effectiveness of the leadership and management is good

The qualified childminder has a secure understanding of the requirements of the Early Years Foundation Stage. Safeguarding is effective. She knows how to identify signs and symptoms that may raise concerns regarding children's well-being. The childminder has a clear understanding of the procedures to follow to protect children and she updates her knowledge through training. She has detailed policies and procedures in place, which she uses well to underpin her practice and promote children's welfare. The childminder establishes strong links with other settings that children attend and shares information with school staff to continue children's learning at her setting. This has a positive effect on children's progress and development.

Quality of teaching, learning and assessment is good

The quality of the childminder's teaching is good. The childminder undertakes thorough assessments of children's progress. She uses these to identify any potential gaps in learning and to plan effectively to reduce these. She provides a good range of resources that cover all areas of learning and she makes good use of children's play to extend their learning further. For example, when children held play people, the childminder identified differences in their features. Children watched and listened intently, and smiled, showing enthusiasm. The childminder uses many opportunities to strengthen children's learning. For instance, when children notice the numbers one to five on a display, the childminder encourages them to identify the numbers.

Personal development, behaviour and welfare are good

Children have good opportunities to play and learn alongside one another, helping to ensure children learn about social interactions, sharing and the feelings of others. Children learn about keeping themselves safe. For example, the childminder supports young children to use play equipment, such as play slides and prams, safely. They also take part in regular fire evacuation drills. Children's physical development is good. For instance, they have healthy snacks and young children clean their teeth after the midday meal. The childminder has a good selection of resources reflecting wider society; this helps children to value differences and similarities between themselves and others.

Outcomes for children are good

Children make good progress in their learning. The childminder plans effectively for individual children's progress. This helps her to raise outcomes for all children and help them to be ready for the next stages in their learning.

Setting details

| | |
|------------------------------------|---------------|
| Unique reference number | EY275629 |
| Local authority | Havering |
| Inspection number | 1007515 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Age range of children | 1 - 3 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Name of provider | |
| Date of previous inspection | 21 March 2011 |
| Telephone number | |

The childminder registered in 2004 and lives in the Romford area in the London Borough of Havering. She operates her service all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for children aged two, three and four years old. She holds an appropriate early years qualification at level 3.

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